

FEBRUARY 1959

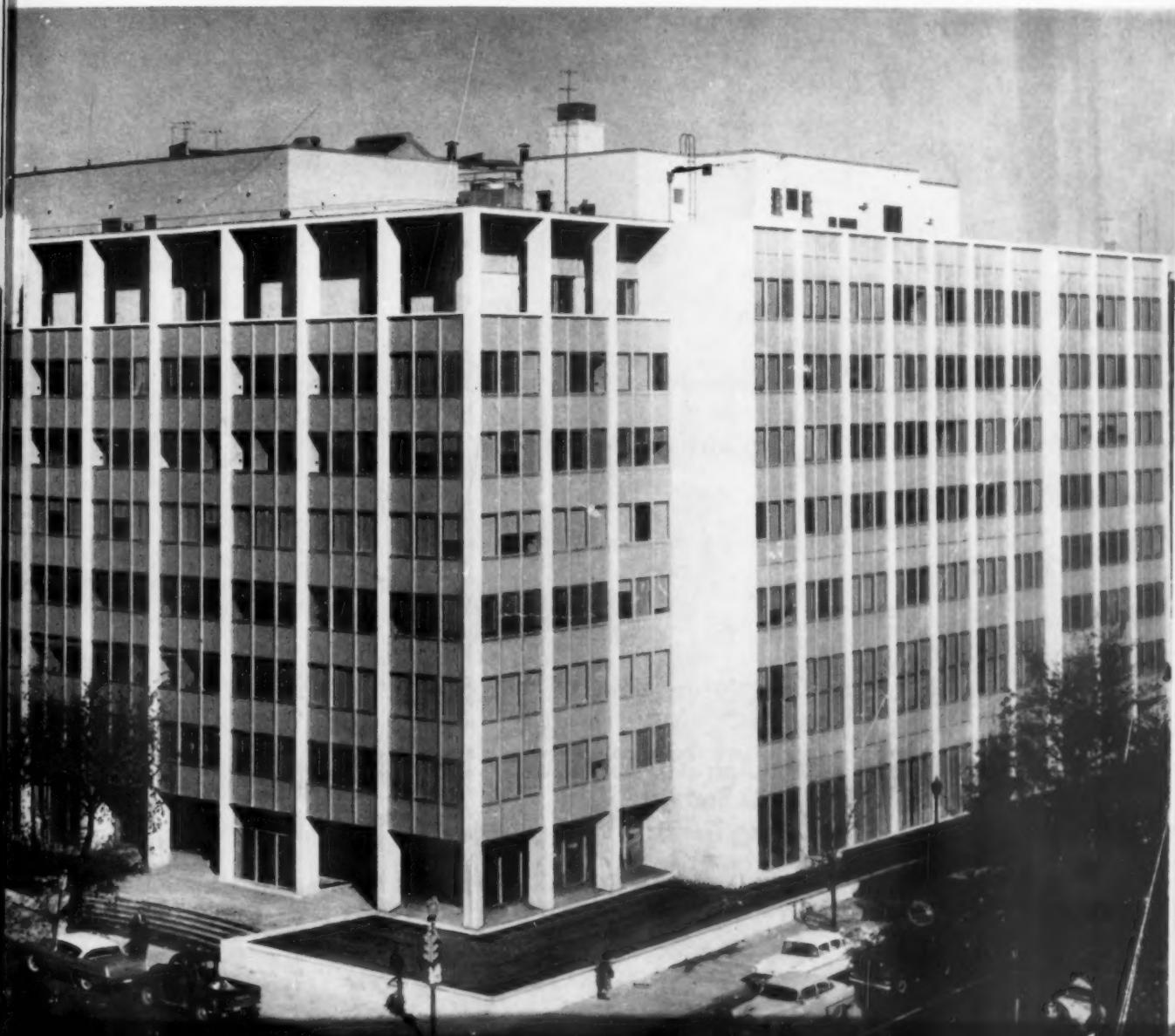
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Developing a Resource Library

New Rulings Provide Tax Savings

# School and Community

National Education Association Building Dedication, February 8-10, 1959



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## THE COVER

Missouri teachers helped to build this eight-story, 7-million-dollar National Education Association structure of blue-green glass and white marble on Washington's "Avenue of Presidents." They contributed \$280,323 toward the NEA Headquarters Building in a five-year campaign which began in 1952. Of this total, 1,752 new NEA Missouri life members gave \$262,800.



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4. You may submit as many entries as you wish, but no more than one prize will be awarded to any one individual.

5. Entries must be postmarked not later than midnight, April 11, 1959, and received by April 21, 1959. Entries must be original work of contestant.

6. This contest is open to all school teachers under full-time contract—in

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The publication is available for \$1.50 from the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 4, Tennessee.

**BOOK ANALYZES  
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A new 32-page publication, "World in Turmoil: Realities Facing U. S. Foreign Policy," outlines the major problems the free world faces today and offers suggested solutions.

Published by the Foreign Policy Association, a nonpartisan, nonprofit educational organization, the booklet handles such problems as non-Western nationalism, new technology, population growth, revolution in economics and weapons and the growth and future of agencies such as the United Nations.

The booklet is issued on the 40th anniversary of the F.P.A. and is available for 50 cents from F.P.A., 345 East 46th St., New York 17, N. Y.

**GEOGRAPHY VIA TV**

"Only the unobservant can fail to be aware of the importance of television in shaping attitudes and behavior in contemporary American society," says Professor Jewell Phelps of George Peabody College for Teachers in his new booklet, "Geography Via Television."

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The booklet is \$1 from the National Council for Geographic Education, University of Oklahoma, Norman, Oklahoma.



**BOOKLET OUTLINES  
CIVIL SERVICE**

"Civil Service and the Citizen" is the title of a new study unit published by the U. S. Civil Service Commission. Designed as a supplemental teaching aid for secondary school social studies classes, the 38-page illustrated booklet tells of the work of the more than two million civil service workers.

The booklet tells what federal workers do, describes the system that employs them, outlines the services they perform and explains how they are selected for the jobs. Copies are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. for 35 cents. A 25 per cent discount is offered for orders of 100 copies or more.

**BOOKLET DESCRIBES  
WASHINGTON, D. C.**

"An Introduction to Rubber," a new 53-frame filmstrip prepared by the U. S. Rubber Company, is available free to schools. Prepared for use in social studies and science classes in grades five to nine, the filmstrip tells the story of rubber from the plantation to the finished product.

The film covers such topics as the place of rubber in daily life; how rubber, both natural and synthetic, is made; uses of rubber; and facts about the U. S. rubber industry.

Free copies of the filmstrip and an accompanying six-page teachers' guide are available from the Public Relations Department, U. S. Rubber Company, 1230 Avenue of the Americas, New York 20, New York.

**BOOKLET DESCRIBES  
WASHINGTON, D. C.**

An introduction to the nation's capital is afforded in a new U. S. Office of Education publication, "Know Your Capital City."

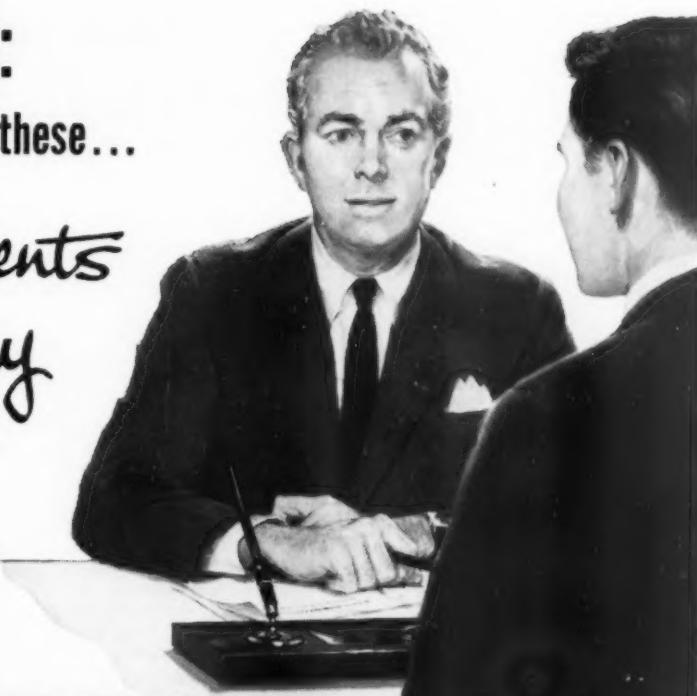
The 49-page, illustrated booklet takes the reader on a tour of the capital city which includes the capitol and office buildings, the botanic garden, Library of Congress, printing office, White House, the Supreme Court and several other well-known spots. The story is not an actual record of a particular group or tour, but is a composite of many experiences.

Copies of the bulletin are 30 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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# Schoolroom Progress Exhibit To Be In St. Joseph, Feb. 12-16, 1959



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St. Joseph, Missouri, will be host to the traveling exhibition of "Schoolroom Progress U.S.A." from February 12th through February 16th.

This exhibition is cooperatively sponsored by the Henry Ford Museum, the Greenfield Village of Dearborn, Michigan, and the Encyclopedia Americana. It is being brought to St. Joseph under the auspices of the St. Joseph Light & Power Company. The exhibit is housed in two standard railroad cars.

It dramatically portrays the story of schoolroom progress in this country. It is divided into two sections. The old section contains a frontier log cabin schoolhouse, a replica of the McGuffey type school of the 1800's, and a rural schoolroom of the 1870's. The schoolroom of the 1800 vintage contains an open fireplace, whale oil lamp, split log benches, a birch rod switch, slates, quill pens, and McGuffey Readers, and many other authentic artifacts of the period. The new section of the exhibit contains many of the modern innovations in school house construction and furnishing.

The St. Joseph Division of the Missouri State Teachers Association will

be hosts to a preview crowd for the exhibit on the night of February 12th. Miss Virginia Carson, President of the St. Joseph District of the M.S.T.A., and Mrs. John Neff, President of the St. Joseph Council of Parents and Teachers, are cooperating to make bus transportation available in order that students may have the opportunity to visit the exhibit. The exhibit started its tour of the United States in Washington, D. C., in September of 1955. It visits approximately 35 major cities per year. The sponsors of the exhibit have three basic purposes in mind:

(1) To encourage an increasing interest on the part of young Americans in teaching as a profession.

(2) To pay tribute to the contribution of American teachers to the American way of life.

(3) To increase interest in our schools and school facilities.

The curator of the exhibit is Mr. Robert Johnson, a former teacher and School Community Relations Director for the Indianapolis, Indiana, Public Schools. He will address the St. Joseph teachers at their regular meeting on Thursday, February 12th.



Frontier schoolroom scenes such as the one above and modern ones are a part of the "Schoolroom Progress U.S.A." exhibited in two railroad cars which will be in St. Joseph at the Union Depot, February 12-16, 1959. The display will be open to the public 9 a.m.-8 p.m. daily, 1 p.m.-6 p.m. Sunday.

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#### Using Numbers to Answer Questions

1. Jane gave Mary a birthday present. There were four boxes in it. Mary opened the first box. She said, "Oh, soap cats! Twelve soap cats!" Do you think Mary had the right number? Use two ways to show that she was right or wrong.
  2. How do you think she found out how many in all?
  3. How many soap cats are there in the boxes that Mary has not yet opened? Show in two ways that your answer is correct.
  4. Think again about Mary's soap cats. To find how many she received, you must answer one of these questions: "How many are  $3 + 3 + 3 + 3$ ?" or "How many are four 3's?" Which question is shorter?
  5. Write two number questions that might be used for problem 3.
- Number questions like "How many are four 3's?" are called multiplication number questions.
6. What kind of number question is "How many are  $3 + 3 + 3 + 3$ ?"

205

**Notice  
how this page  
from Grade 3,  
introducing  
multiplication,  
could be  
presented  
to a class!**

**Many such  
teaching  
suggestions  
can be  
found in the  
Teacher's  
Editions.**

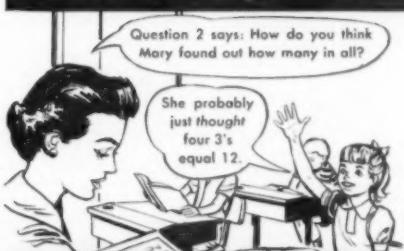


1. A lifelike problem is given that can best be answered by using multiplication.

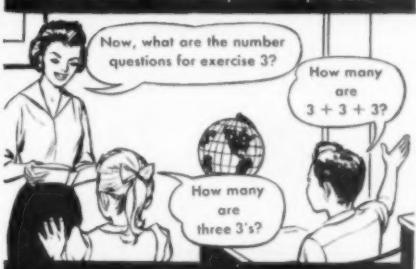
Joe, Jim, and Alice! You put your way of finding the answer on the board.



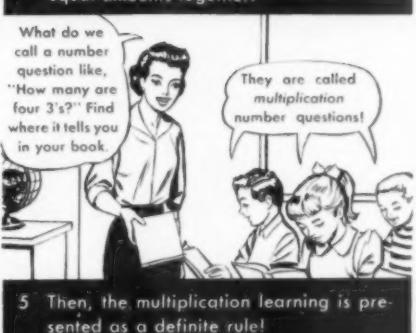
2. Since children have only had counting and addition, they must think through and use these skills to get the answer.



3. Boys and girls "reason out" for themselves...to gain an understanding of what is "behind" the multiplication process.



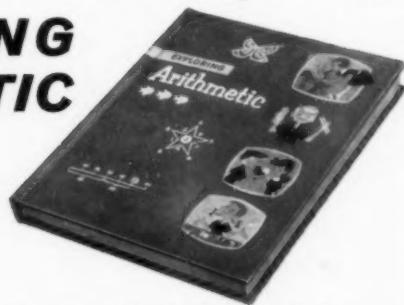
4. Children discover that multiplication is a better and quicker method of putting equal amounts together.



5. Then, the multiplication learning is presented as a definite rule!

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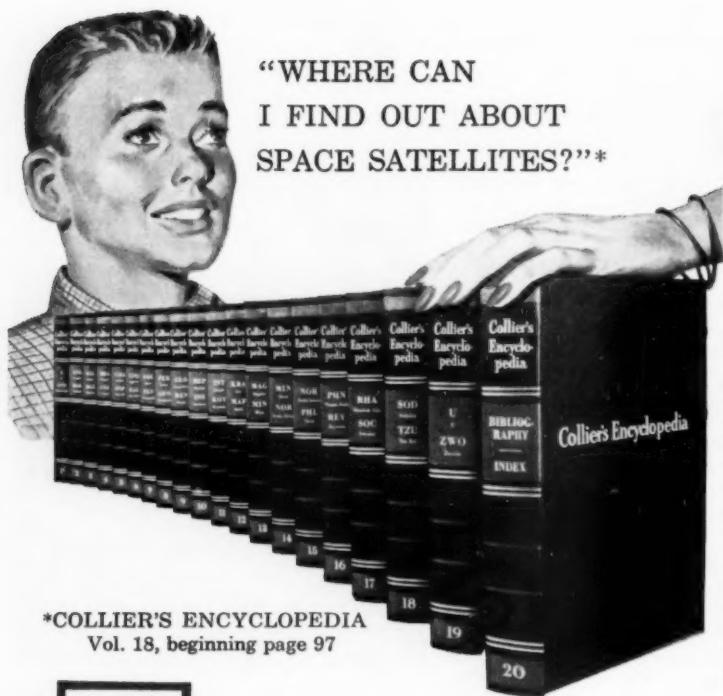
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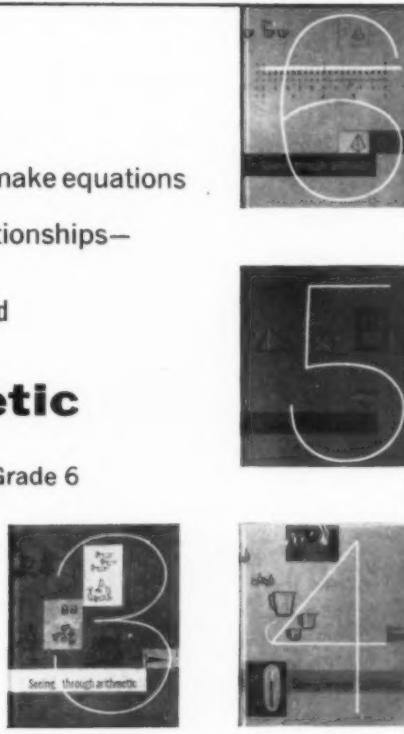
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Dr. Joe Underwood, assistant superintendent of Lee's Summit Schools, assists Mrs. Jeanette Adams, first grade teacher, and Mrs. Dorothy Jones, secretary, (Right) in selecting supplementary material from a file of the Resource library.

## Lift Your Teaching Effectiveness

By Dr. William J. Underwood  
Assistant Superintendent  
Lee's Summit

IMPROVEMENT in teaching and learning programs usually results in many changes in the educational scene. Administrative procedures change, goals change, teaching techniques are revised, and the demand for new and varied materials is widespread.

Supplying every classroom in School District No. 7, Lee's Summit, Missouri, with the materials needed by teachers and pupils proved impractical in such a program. A plan was developed to provide a central place for a rich source of materials which would meet the demands. Thus resource library came into being.

A resource library can be developed with a small amount of

## by Developing A RESOURCE Library

money through use of free and inexpensive materials. Postage is costly because hundreds of letters of inquiry and requests must be written. The initial outlay of cash for the library was about \$100 not counting labor. Some of the most available and useful sources for this material are *Free and Inexpensive Materials*, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 4, Tennessee, \$1.50 per copy; *Sources of Free and Inexpensive Educational Materials*, Field Enterprises, Inc., Ed. Di-

vision, Chicago 54, Illinois, \$5.00 per copy; *Elementary Teachers Guide to Free Curriculum Materials*, Educators Progress Service, Randolph, Wisconsin, \$6.50; also utility companies, railways, air lines, mining and manufacturing concerns are excellent sources of information as are all state agencies.

### Teaching Aids

Other than free and inexpensive material, the library contains manipulative devices for arithmetic, teaching aids such as word games and puzzles, unusual maps,

(Continued on Page 27)

# NEW RULINGS on Income Taxes PROVIDE SAVINGS for TEACHERS

By Dr. Madaline Remmlein  
Consultant in School Law  
Washington, D. C.

A FEDERAL government move toward liberality in income tax laws can result in substantial savings for members of the Missouri State Teachers Association.

New regulations greatly expand the chance for a teacher to add to his or her savings by claiming deductions for a number of educational expenses. The responsibility of supplying adequate facts to gain these deductions lies with the individual teacher, however. Much depends on how the claim is stated, provided it falls within the framework of the regulations and subsequent releases of the Internal Revenue Service.

An article in the May issue of *School and Community* indicated that the Treasury Department made public on April 5 new regulations relating to educational expenses. Since that time some teachers have been discouraged by local agents who were themselves not fully informed at the time. "Over-the-counter" oral statements by a tax agent that one's educational expenses are not deductible do not constitute a denial of a claim. Teachers should realize that claims are not denied in the local office; the denial is written, and comes only after a processing of the individual tax report is begun.

Not all educational expenses are deductible, however, and it is the individual teacher's job to understand that not every claim will be allowed.

New regulations have broadened the scope of deductibility of re-

quired education in four ways:

Educational expenses are deductible when incurred to meet salary and status requirements, as well as those of retention of employment.

It now is easier to prove that such requirements exist.

If requirements exist, failure to enforce them because of the shortage of teachers does not result in a denial of the deduction.

There is no longer a need to show a relationship between education taken to meet a requirement and the duties of the current position.

The only time a deduction for educational expenses is denied is when a teacher is taking courses to meet the minimum requirements of his job. Suppose a school board which normally requires its teachers to hold degrees hires a person with no degree on a temporary emergency basis. If that person later takes courses leading to a degree so that he can meet requirements for a position as a regular teacher, then he cannot deduct expenses for this purpose.

## Improving Skills

If a teacher goes back to school to maintain or improve his skills, the Internal Revenue Department permits him to deduct these educational expenses. To do this, however, the teacher must show a relationship between the courses taken and his duties.

Tax agents can easily see the relationship of courses in a particular field, or courses in teaching methods. Occasionally, however, a teacher may take a course which, to the outsider, seems to have little

relationship with his present specialty. When this occurs the teacher must convince the agent that a relationship exists. Usually a simple statement that other teachers similarly employed take similar courses will suffice.

The merits of each request for an educational expense deduction are decided individually. Therefore, the Internal Revenue Department has available a Form 2519 which local agents use in collecting information about the requested deductions. Required for Form 2519 are the name and address of the school attended, period of enrollment and number of hours per week. Number of hours refers to actual clock hours, not credit hours. Laboratory work and group meetings outside regular class time may be included, but not hours devoted to study.

The form also asks for the teacher's regular educational employer, not an employer for whom the particular teacher is working while attending summer school. The teacher who attends school between two employments might list either or both employers, but if he is going to school to meet standards of his new employer, he cannot deduct his expenses.

Next on Form 2519, the teacher must describe his duties. If he teaches a particular subject, he should indicate that on the form. If not, he must designate whether he is an elementary teacher, high school teacher or college teacher. The NEA suggests that teachers who attend college voluntarily indicate they are in charge of a home room, if so, because some courses can more easily be related to duties of a home room teacher. Teachers also should state that they are certified for the jobs they hold, so denial will not occur on the grounds they are attending school to meet minimum requirements.

Question 6 on the form has two parts. The first asks if the education was required. A teacher who

(Continued Page 26)

# How to Improve Foreign Relations Instruction

MISSOURI high schools have contributed actively to a major effort aimed at improving instruction and pupil understanding in the area of America's foreign policy and our nation's involvement in the complexities of international relations since 1956.

Last May, 58 Missouri high schools were participating in the North Central Association Foreign Relations Project. Throughout the United States, over 3000 social studies teachers in 1405 high schools are co-operating in the Project.

The North Central Association of Colleges and Secondary Schools, acting through its Commission on Research and Service, has for the past three years guided a unique education venture with the support of Ford Foundation funds. This venture, the NCA Foreign Relations Project, has enabled thousands of high school social studies teachers to enhance their teaching techniques through the use of specially developed instructional materials for the classroom.

A series of booklets has been developed to meet the needs of teachers and pupils. These are area studies written by experts in the field of foreign affairs. The booklets define the intricacies of making and implementing American foreign policy. Titles published to date are: *Our American Foreign Policy*, *Our Changing German Problems*, *America's Role in the Middle East*, *American Policy and the Soviet Challenge*, and *Chinese Dilemma*. Last Fall an up-to-date revision of the basic booklet in the series, *Our American Foreign Policy*, was made available. In addition, two new titles also specifically

designed for use in high school social studies classes will be published. They are: *Western Europe* and *Southeast Asia*. A guide for teachers, based upon an extensive study of teaching practices conducted by the Project staff and selected classroom teachers, is an integral part of the instructional materials.

Among the major goals set forth by the Project, in addition to stimulating interest, comprehension, and understanding of America's role in world affairs, are: (1) to develop the ability to think critically about U.S. foreign policy; (2) to develop techniques and habits which will aid high school pupils to maintain an active

by William Hill, Assistant Director, Foreign Relations Project, North Central Association of Colleges and Secondary Schools

interest in foreign affairs.

Last October a seminar for teachers of the social studies was co-sponsored by the NCA Foreign Relations Project and the St. Louis Public School System.

For information about school participation in the Foreign Relations Project, write to: NCA Foreign Relations Project, 57 West Grand Avenue, Chicago 10, Illinois. Miss Ruth Spangberg, St. Joseph High School, St. Joseph, and Hugh Semple, The Principia, St. Louis, both participating teachers in the Project, will be pleased to answer inquiries.

## New BOOKS

**Science for the Elementary School Teacher** by Gerald S. Craig. Ginn and Company, 205 W. Wacker Drive, Chicago 6, Illinois, 1958. 894 pages. Price, \$6.75.

**Numbers We Need, Primer**, by William A. Brownell and J. Fred Weaver. Ginn and Company, 205 W. Wacker Drive, Chicago 6, Illinois, 1958. 80 pages. Price, 76 cents.

**Numbers We Need, Book One**, by William A. Brownell and J. Fred Weaver. Ginn and Company, 205 W. Wacker Drive, Chicago 6, Illinois, 1958. 96 pages. Price, 84 cents.

**Biology, The Living World**, by Francis D. Curtis and John Urban. Ginn and Co., 205 W. Wacker Drive, Chicago 6, Illinois, 1958. 705 pages. Price, \$4.96.

**High School Physics**, Revised Edition, by Oswald H. Blackwood, Willmer B. Herron, and William C. Kelly. Ginn and Co., 205 Wacker Drive, Chicago 6, Illinois, 1958. 800 pages. Price, \$5.20.

**Beyond The Oceans**, Eurasia, Africa, Australia, by Norman J. G. Pounds and Emlyn D. Jones. Rand McNally and Company, Chicago, Illinois, 1957. 471 pages.

**Our Widening World**, A History of the World's Peoples, by Ethel E. Ewing. Rand McNally and Company, Chicago, Illinois, 1958. 740 pages.

**Science Workbook**, Grades 1, 2, 3 and 4. By Victor C. Smith. J. B. Lippincott Company, 333 West Lake Street, Chicago 6, Illinois, 1957 and 1958. Grades 1, 2 and 3, 64 cents. 63 pages each. Grade 4, 88 cents, 95 pages.

**Reading Roundup** by Paul Witty, Miriam E. Peterson, and Alfred E. Parker. Book One and Book Two, price \$3.68 each, 502 pages each; Book Three, price \$4.40, 694 pages. D. C. Heath and Co., 285 Columbus Avenue, Boston 16, Mass., 1958.

**Biology, A Basic Science**, by Elwood D. Heiss and Richard H. Lape. D. Van Nostrand Company, Inc., 126 Alexander St., Princeton, N. J., 1958. 648 pages. Price, \$4.88.

**American Association for Health, Physical Education, and Recreation Books** as listed: Education For Leisure, 88 pages, price \$1.00; Casting and Angling, 52 pages, price \$2.00; Fit To Teach, 250 pages, price \$3.50; Standards in Sports for Girls and Women, 72 pages, price 75 cents; Softball—Track and Field Guide, 160 pages, 75 cents; Selected Fitness References, 16 pages, 50 cents; References on Facilities and Equipment, 20 pages, 75 cents; Exercise and Fitness, 8 pages, 25 cents. American Association for Health, Physical Education, and Recreation, 1201 16th Street, N. W., Washington 6, D. C.

**Sacajawea, The Shoshoni**, Grade Level 4-6, by Zoe A. Tilghman. Harlow Publishing Corp., 532 N. W. 2nd St., Oklahoma City, Okla., 1958. 156 pages. Price, \$2.16.

# Why the Russians Love Science

by George H. Daniel, Principal  
Louisiana High School

**I**N Russia today a dictatorship by a small percent of the population plans and controls the entire society. Freedom within this system consists in the individual's wanting to do what the Party wants him to do. The education system follows the Marx-Engels-Lenin thought very closely and emphasizes social cohesion and individual discipline toward definite and planned goals. The system is highly centralized through the Communist Party and uniformity of method and subject matter content exists among those schools which have identical purposes.

Recent evidences of Soviet technological achievement are less to be explained by the numbers of Soviet technicians who have degrees than by the capacity of a totalitarian system to direct its best brains to the solution of a problem which is given top priority by its rulers. In order to develop technical competence in designated areas, the individual is subordinated, fields of training are prescribed and limited, and the best possible facilities are mobilized for training in the most crucially needed categories. The Communist Party has the dictator's capacity to move by decree to adjust to changing circumstances.

All the resources of mass communication, which are controlled by the Party elite, express the same orthodox points of view. No dissenting opinions are permitted and deviationists are severely punished. Conformity is also attained by economic means. Soviet citizens own few private assets, and their physical existence and survival in the form of food, shelter, and employment depend upon conformity with the Party line. Personal

wealth is obtained only through official position or approval.

Not only does forced conformity exist, but incentives are given to lead the people toward Party goals. This is well illustrated in the higher or specialized schools where more than 80 percent of the students are granted government stipends. The amount varies with the level of study and performance of the student.

## Social Classes

Despite Soviet claims for a future classless society, there are ten major social classes in Russia today. The top three include the ruling elite, intellectuals and prominent scientists.

Children of the intelligentsia and government employes constitute about half of the student body of colleges, although this group comprises only 17 per cent of the total population.

To get ahead in the Soviet Union, one must be politically reliable and trained to make a contribution to society. The road to success is almost solely channeled by degrees through education. The more strategic the kind of education and the higher the educational level the greater the remuneration and personal prestige. To the Russian, success in the university means an enormous uplift in social and financial status. Many of the achievements of the Soviet planned society are possible because it can make personal desires of the individual coincide with goals of the State.

The Russian success in training scientists has been due to many factors. Communists believe that whatever happiness man is to have must be obtained here on this earth by the application of science

in mastering nature to make it serve man's purposes. Rapidly expanding national industrialization has produced great demands for highly skilled technical and scientific personnel. Consequently, during the last six years of the 10-year school, 40 percent of the time is spent on science and mathematics, and 65 per cent of all would-be college students want to study science.

## Education Important

From the beginning of the Soviet movement, education (perhaps training is a better word) has been the basic process both within and outside the Party. They inherited from the Czars a few outstanding institutions of higher learning which had been patterned after those of Western Europe and especially those of Germany. By directing annually a comparatively large fraction of their entire national budget into formal education, the Russians have enormously expanded their school facilities.

Education has constantly received the attention of the Soviet leaders from Lenin through Khrushchev and has been adequately organized and financed. Planning and complete control from the State channels resources in whatever direction is considered desirable. With such control a social situation is created within which many individuals in pursuing their own self interests are also forwarding the ambitions of the State.

The dialectic materialism of Marx places emphasis on the physical and material aspects of life and to a great extent denies the existence of spiritual and aesthetic phases. So it is natural that Soviet education stresses the practical,

(Continued on Page 17)

# Secretary's Page



## Legislation

BEFORE this issue is received the Committee on Foundation Program will have made its report to the General Assembly which convened on January 7.

The Committee has taken a realistic look at school needs and made recommendations that, if put into effect, would assist materially with the terrific problems of financing our public schools.

With school costs continuing to rise as they must during the next ten years, the burden cannot be borne by taxes on property alone. Property now produces less than one-fourth of the income of the State and bears two-thirds of the burden of school support.

It is imperative that the State or Federal Government, or both, assume an ever increasing share of school costs.

With requests for money for all services far exceeding anticipated state revenues, it is imperative that each school district interpret their school needs in understandable terms to their State Senator and State Representative.

The Committee on Foundation Program was created by the Assembly and they should have confidence in its recommendations. Just average state support, as recommended, requires \$26,000,000 more per year. Missouri is far above the average state in ability. See the booklet, FACTS, 1959.

.....

\$2 in the present 86th Congress is known as the "School Support Act of 1959." It is a streamlined version of the Murray-Metcalf bills of last session. Senator Hennings joined Senator Murray in its introduction, as did many senators. A word of appreciation is due him.

The passage of this proposal would give education the status it deserves and for which we have striven.

It would make available to Missouri, \$25.00 per school age child the first year, \$50.00 the second year, \$75.00 the third year, and \$100.00 the fourth year and each year thereafter. The amounts would be approximately 25 million, 51 million, 78 million, and 106 million, respectively. The money could be used for teachers salaries and school buildings.

This would make possible professional salaries that would secure and retain professional teachers.

The same proposal has been introduced in the House of Representatives by Mr. Metcalf as HR 22.

The time is now as far as school support is concerned. What is done in Jefferson City depends on the attitude of your Senator and your Representative. What is done in Washington depends on your Congressman and your U. S. Senators. Keep in touch with them. They are glad to have you pass on the benefit of your thinking. The interpreting of school needs is a continuous task. How well it is done will determine the future of our country.

## In Brief

Copies of *Facts About the Financial Needs of Missouri's Public Schools, 1959*, are available on request. It will assist greatly in passing on to others the Missouri school situation.

Dozens of bills affecting education will be introduced in the General Assembly. Many will be desirable and some otherwise. Every attempt will be made to keep the profession informed. Special legislative bulletins are prepared. Anyone interested can have his name placed on the mailing list.

Copies of S2 are available for the asking, as well as explanatory and supporting data.

Missouri teachers have available one of the best health, accident, hospitalization, surgical, and major medical group plans in the country. The Association works and studies continuously to keep it that way.

Hospital benefits up to \$20 per day, plus \$200 in miscellaneous expenses are now available. The surgical schedule has been increased from a maximum of \$225 to \$300. The major medical may be secured without other coverage. Sub-standard risks may be accepted by waiver.

Hospital, surgical and major medical may be kept effective on retirement or by surviving dependents as long as desired. This is most significant to older teachers. It is after retirement that the need is greatest. This coupled with the best retirement provisions of any state makes for financial security for old age.

It is expected that additional improvements will be announced from time to time. Next summer major medical expenses will be reviewed with the intent of liberalizing the coverage to an 80/20 basis and possibly revising it to pay 100% of all expenses above \$2500 of reimbursement up to a total of \$10,000.

The problems facing us demand an interested, informed, active and unified professional group.

# A Survey of School Libraries in Missouri

By Graham H. Sadler, Kent Library, Southeast State College

N EARLY a half-million Missouri school children are in schools that do not have available the service of a full-time librarian.

This situation was brought to light recently in a survey of school libraries in Missouri made for a master's thesis.

Data for the study were gathered by examination of annual school supervisors' reports filed in the Missouri State Department of Education and from questionnaires issued by the Missouri State Library.

School district reorganization in Missouri has resulted in fewer and larger school districts, making for more adequate school systems. From the standpoint of school library service, this has been a healthy trend, since larger units produce better school libraries.

As of July 1, 1957 there were 2,890 school districts, of which only 560 are Six Director High School districts, and 272 of these are without library service. The remaining 2,330 are Three Director Common and Six Director Elementary School districts totally without school library service. There are 1,099 elementary schools within the 560 Six Director High School Districts without library service.

Of the 323 elementary and secondary schools in the state with school libraries, 308 of them are managed by school librarians. Only 129 of these librarians spend full-time in the library; 76 spend half-time; and 103, less than half.

It was found that 81 of the school librarians had no formal library training, and 120 had less than the fifteen hours required for certification by the State Department of Education.

The schools are accredited by the State Department of Education and the North Central Association of Colleges and Secondary Schools. In both cases, however, the standards are for accreditation only in the secondary school situation. The State Department of Education requires the presence of a school library only in the AAA secondary schools. In both the AA and A schools, guidance service requirements can be substituted in lieu of school library requirements. There are no compulsory standards for elementary school libraries. The standards for accreditation by the North Central Association of Colleges and Secondary Schools are more specific, but the assumption that a librarian in a school with less than 200 students needs less training than those with more students is a definite weakness. Efficient management requires the same training, regardless of the size of the school.

## Suggested Changes

This, in summary is the school library situation in the state of Missouri. Certain suggestions could be made to strengthen school libraries as they now exist. Most of these suggestions can be seen in light of working with the state department of education, school boards, citizen groups and others in order to accomplish the responsibilities listed below:

To stimulate development and improvement of school library service in elementary and secondary schools throughout the state. This has been done on the secondary school level, but very little on the elementary level.

To establish qualitative and quantitative standards for school

library service. Missouri has no written standards for either secondary or elementary school libraries.

To provide consultative service on school library problems to legislators, school librarians, teachers, administrators, lay groups, professional organizations and individuals. There is no school library consultant on the staff of the State Department of Education.

## Establish Standards

To establish standards for and grant certificates to school librarians. This has been done by the state department of education, but other states have made greater strides, some requiring the master's degree.

To cooperate with teacher training and library training agencies on programs of library education for school librarians, teachers and administrators.

To administer special state funds for school libraries, when such funds exist. These funds should exist to help provide library service in all school situations.

To cooperate with other library agencies of the state, both public and private, in order to strengthen the services available to school libraries.

To show that librarians are not alone in their concern over school library conditions, the opinions of a noted school administrator are given. Benjamin L. Smith, Superintendent of Greensboro, N. C. Public Schools, says: "Every school should have a central library, every library should have the service of a trained librarian, every school system should have a central cataloging department and materials bureau, every teacher should have

**TABLE I**  
**DISTRIBUTION AND ENROLLMENT OF SECONDARY SCHOOL LIBRARIES IN MISSOURI**

Type School District	AAA	AA	A	Total Schools	Total Pupils
Number of Schools	125	48	411	584	164,726
With Libraries	125	45	142	312	132,217
Without Libraries	3	3	269	272	32,509

**TABLE II**  
**DISTRIBUTION AND ENROLLMENT OF ELEMENTARY SCHOOL LIBRARIES IN MISSOURI**

Type School District	AAA	AA	A	Total Schools	Total Pupils
Number of Schools	539	85	514	1138	438,789
With Libraries	122	1	6	129	88,012
Without Libraries	417	84	508	1009	350,777

**TABLE III**  
**AMOUNT OF TIME SPENT IN THE LIBRARIES BY THE SECONDARY SCHOOL LIBRARIANS IN MISSOURI**

Type of School	Less than ½	½ or more	Full time
AAA	4	13	107
AA	2	28	14
A	88	35	8
Total	94	76	129

**TABLE IV**  
**FORMAL TRAINING OF THE SECONDARY SCHOOL LIBRARIANS IN MISSOURI**

Type of school	No. of Quarter Hours				24 or over
	None	1-7	8-14	15-23	
AAA	2	2	11	51	58
AA	2		3	29	10
A	77	11	12	30	1
Total	81	13	26	110	69

a knowledge of children's literature and skill in the utilization of books and other library materials, every patron should have such an understanding of the importance of the library and contribute the necessary taxes to provide space, materials and staff to operate the library."

#### Importance Ignored

He goes on to say that "Many people accept and enthusiastically endorse these ideas. The appalling situation is that the importance of library service is totally ignored, over-looked or rejected by others. Included among these are a great many people who are in one way or another responsible for the education of children and youth. Some superintendents and school boards are constructing new buildings without libraries, and architects are receiving blue ribbon awards on plans that have only cubby-holes or no space at all for the library."

His final note is that no one interested in education "can overlook the broad scope of service undertaken by the school today,

which encompasses all children from moron to genius. Every child has a different background of experience; he has different attitudes, different purposes in life, different interests, different tasks to perform; but everyone should be served by the public schools. The only way to reach this diversity of interests, needs, and abilities, and to give a differentiated assignment is by use of the school library. Through its services we can reach the child in his field of interests, at his level of achievement—if only we could extend ourselves to realize this opportunity. No instrumentality available to the school is quite so effective as the school library in serving these heterogenous groups and these individual differences."

#### Russia

(Continued from Page 14)

the efficient and the scientific at the expense of the humanitarian and aesthetic considerations. With the Party's strict regulation in the

social sciences and humanities, the Soviet intelligentsia avoid these areas and proceed to concentrate their energies in the physical sciences and mathematics which are "safe" and within which experimentation and thought are relatively free.

This largely explains the great emphasis on science and mathematics in Russian education. It should become immediately apparent that we cannot copy the Russian education system for their philosophy of life and governmental structure are entirely different from our own. Nor can we afford to ignore the challenge. We are again confronted with an antagonistic totalitarian planned society which is apparently efficiently utilizing its educational and industrial resources to the best of its ability. We, in this country, must do no less. We must use and improve our democratic processes in the solution of our many problems.

#### Improve Curricula

In education we must improve our total curricula, not only science and mathematics. In our society, it is necessary to have responsible citizens who can solve social problems intelligently and justly. In Russia the answers to all important social questions are provided by the ruling elite, and a narrow and specialized scientific education for a large part of the society is not considered a disadvantage.

Our country and our state have many problems in education. It is hard to believe that the one-room rural elementary schools and the many small high schools in Missouri are equipped to compete with the Russian education system. There is no teacher shortage in Russia. When teaching becomes a profitable profession possessing the prestige that it deserves and requires, there will be no teacher shortage in the United States.

History shows that civilizations come and go. How long our way of life lasts will depend largely upon our efforts to perpetuate it.

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## SCHOOL AND COMMUNITY

# ITEMS OF INTEREST

**Mrs. Gail Robinson** of Montgomery City began her duties Dec. 1 as first grade teacher in the Wellsville elementary school.

**Mrs. Courtland Mills** of Kirksville has been appointed to teach English in the consolidated highschool for the Laddonia and Martinsburg districts in Audrain County.

**Neal Holmes**, science teacher at Washington, has resigned in order to accept a position as representative for Row, Peterson Company of Chicago.

**Wilbert A. Hackmann**, Marthasville, has been appointed to teach general science in the Washington highschool succeeding Neal Holmes.

**Stephen Blackhurst**, superintendent of the St. Charles district for 32 years, was recently honored at a banquet in the Stephen Blackhurst elementary school in St. Charles by the Rotary Club of that city.

**H. E. Grayum**, superintendent of the Ironton public schools, has reported

that 13 school districts surrounding Ironton C-3 recently approved a reorganization plan. The new district named Arcadia Valley Reorganized District No. 2 has an assessed valuation of \$4,225,000 and an enrollment of 1020 pupils.

**Mrs. Sarah Davis** recently began her services in special education in an elementary school in Parma.

**William Matthew**, superintendent of the Polo public schools, has announced the completion of an annual survey of salary and other school data covering 28 counties of Northwest Missouri. Schools with enrollments of 90 to 250 students were included.

**William K. Ray**, superintendent of the Barnard public schools, has announced this district will present a program using the theme, "Emphasis on Scholarship," to the patrons of the district during the month of March.

**Mrs. John Leigh** has been appointed to replace Willard Minton as high-

school publications and English instructor in the Parma highschool.

**Carol Jean Jenkins** of Edina, a recent graduate of Northeast State Teachers College, Kirksville, has been appointed commerce and English teacher at Blackburn.

**Mrs. Jack Sherman** of Carrollton has resumed her position as social studies and music teacher in the Blackburn highschool following a leave of absence which began last spring.

**John Dethrow**, principal of the R-3 school in Ripley County, has resigned.

**Mrs. J. B. Samuels** has been appointed by the Columbia board of education as a special education teacher at Parkade Elementary School.

**Bernard Schmitz**, science teacher, senior highschool, Riverview Gardens, for the past two years, was recently promoted to director of Services and Information and director of Adult Education.

## THE UNIVERSITY OF MISSOURI ANNOUNCES

## THE 1959 SUMMER SESSION

June 15-August 7

The Summer Session is an integral part of the total program of the University of Missouri. It will include approximately 750 courses for credit in addition to workshops, conferences, institutes, clinics, demonstrations, lectures, and organized recreational activities.

### THE SUMMER SESSION WILL BE OF INTEREST TO—

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Candidates for degrees who wish to save time by summer study.

Graduate Students who desire to begin or to continue work.

Teachers who plan to meet state certificate requirements.

School administrators and other specialized school personnel.

Veterans of the military services.

For Information Write:

Director of the Summer Session

107 Hill Hall — University of Missouri — Columbia, Missouri



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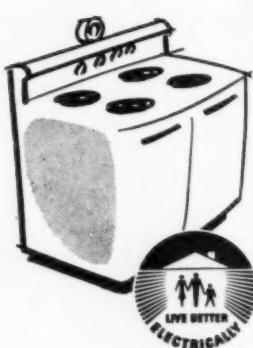
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Mary Sue Kelly, a recent graduate of Central Missouri State College, has been employed to teach a seventh grade section in the elementary schools at Carrollton.

Mrs. Irvin Coyle is now teaching in the fourth grade at Benton School in Columbia.

Everett Keith, executive secretary of the Missouri State Teachers Association, was recently presented a plaque and honored by the Columbia Kiwanis Club as the "Man of the Month."

Mrs. Kathryn Massey, third grade teacher in the Hawthorne elementary school in Carthage, has resigned to accept an appointment as clerk of the magistrate court in Carthage.

Helen Louise Birdwell has been elected by the Columbia board of education as a kindergarten teacher at Lee school.

Janet Lorraine Wilson, a recent graduate of Southwest Missouri State College and a former teacher at Midridge, Birch Tree, Arnold and Imperial, is now serving as an elementary teacher in Springfield.

Kenneth Ogle, superintendent of the Pleasant View district in Greene County for the past five years, is now serving as business manager for the School of the Ozarks at Point Lookout.

Wayne D. Stanton of Montreal has been appointed Camden County Superintendent of Schools by Governor James T. Blair, Jr. He succeeds W. R. Henry who resigned in order to begin his duties as a representative from Camden County in the Missouri Legislature.

Neil Aslin, superintendent of the Columbia public schools, was recently designated by the Columbia Lion's Club as the "Man of the Year." He was cited for his service to the community and to education.

Mrs. Marguerite O'Neill has been appointed principal of the R-III elementary school at Doniphan.

David Norton of Springfield has been appointed to a position as commerce instructor in the Doniphan highschool.

Robert L. Costilow has been employed as science teacher at the Lincoln highschool, Warsaw, Mo.

Louise Raasch has accepted a position as vocational home economics teacher in the Brunswick junior-senior highschool.

Mrs. Marjorie S. Roberts of the University of Missouri Laboratory School staff, is the author of an article that recently appeared in "Educational Horizons," the official publication of Pi Lambda Theta. The title of the article "This Is English Instruction Today."

Hugh K. Gram, manager, Grain Division, Central Products Co., Trenton and formerly county superintendent of the Grundy county schools has accepted a position as superintendent of the Miami R-1 District in Saline County.

### MENTAL HEALTH CONFERENCE SET FOR FEB. 3

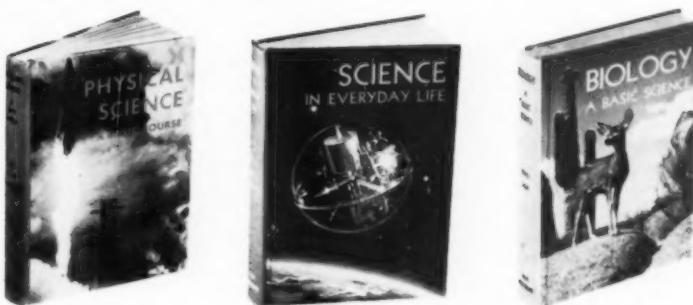
Central Missouri State College is sponsoring a one-day Mental Health Conference on its campus at Warrensburg, February 3.

The principal speakers and their subjects will be "Where Are You Adam?", Dr. Don Jones, Menninger Clinic, Topeka, Kansas; "Emotional Stages of Childhood Development," Mrs. W. B. Myers, Associate Professor of Social Work, University of Missouri, Columbia; "Gerontology," Arthur J. Robins, Associate Professor of Social Work, University of Missouri, Columbia; and "Problems in the Mental Health Field in Missouri," Alfred K. Bauer, Superintendent, State Hospital No. Two, Fulton.

Dr. Arthur Terkeurst, Professor of Psychology, State College, Warrensburg, is in charge of the conference.

Teachers, superintendents, guidance workers, and PTA members are all welcome to attend this meeting.

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**"The Story of Menstruation"** by Walt Disney Productions

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Please send me free, except for return postage, your 16 mm. sound and color film, "The Story of Menstruation." Day wanted (allow 4 weeks) \_\_\_\_\_

2nd choice (allow 5 weeks) \_\_\_\_\_ 3rd choice (allow 6 weeks) \_\_\_\_\_

Also send the following: \_\_\_\_\_ copies of "You're A Young Lady Now" (for girls 9 to 12)  
\_\_\_\_\_ copies of "Very Personally Yours" (for girls 12 and over)

Teaching Guide

Physiology Chart

Mother-Daughter Program

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

GRADE \_\_\_\_\_

STREET \_\_\_\_\_

CITY \_\_\_\_\_

ZONE \_\_\_\_\_ STATE \_\_\_\_\_



Each year over 100,000 girls begin to menstruate before they are 11. So do your girls a favor by showing them this movie early in their lives. With naturalness and charm, this 10-minute, 16 mm. sound and color film explains just what happens during menstruation and why. Appealing Disney-style characters dramatize health and grooming rules. Prints available on short-term loan.



"YOU'RE A YOUNG LADY NOW" is a lovely illustrated booklet which gives added information to the pre-teen girl.

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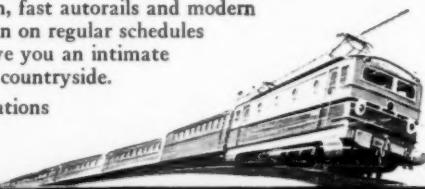


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# Important EVENTS

## FEBRUARY

- 3 Mental Health Conference, Central Missouri State College, Warrensburg, February 3, 1959.
- 3 Missouri Association of School Boards Meeting, University of Missouri, Columbia, Feb. 3, 1959.
- 5 Department of Classroom Teachers, South Central Regional Conference, Lincoln, Nebraska, Feb. 5-7, 1959.
- 7 National Association of Secondary School Principals, 43rd Annual Convention, Philadelphia, Pa., Feb. 7-11, 1959.
- 14 American Association of School Administrators, Annual Convention, Atlantic City, N. J., Feb. 14-18, 1959.
- 15 Brotherhood Week, Feb. 15-22, 1959.
- 24 Music Teachers' National Association Biennial Convention, Kansas City, Feb. 24-28, 1959.
- 25 Southwest Regional Conference on Instruction, NEA-MSTA, Biltmore Hotel, Oklahoma City, Feb. 25-28, 1959.
- 28 Department of Elementary School Principals, Annual Meeting, Los Angeles, Calif., Feb. 28-March 4, 1959.

## MARCH

- 1 Association for Supervision & Curriculum Development Annual Conference, Cincinnati, Ohio, March 1-5, 1959.
- 9 National Art Education Association Annual Conference, New York, New York, March 9-14, 1959.
- 10 Education Day, University of Missouri, Columbia, March 10, 1959.
- 13 Northeast District Teachers Association Meeting, Kirksville, March 13, 1959.
- 20 St. Louis Suburban District Meeting, Kiel Auditorium, St. Louis, March 20, 1959.
- 23 American Personnel and Guidance Association Annual Convention, Hotel Cleveland, Cleveland, Ohio, March 23-26, 1959.
- 29 American Association for Health, Physical Education and Recreation Convention, Portland, Oregon, March 29-April 2, 1959.
- 29 Association for Childhood Education International, National Conference, St. Louis, March 29-April 3, 1959.

## APRIL

- 1 Teaching Career Month, April 1-30, 1959.

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11 Department of Classroom Teachers, MSTA, University of Missouri, Columbia, April 11, 1959.

12 National Library Week, April 12-18, 1959.

13 Elementary School Principals MSTA Spring Conference, University of Missouri, Columbia, April 13-14, 1959.

23 Association of School Business Officials of Missouri Spring Conference, The Elms Hotel, Excelsior Springs, Mo., April 23-25, 1959.

## JUNE

28 NEA Annual Convention, St. Louis, June 28-July 3, 1959.

## JULY

9 Annual Reading Conference, University of Missouri, Columbia, July 9-10, 1959.

## NOVEMBER

4 Missouri State Teachers Association Annual Convention, St. Louis, November 4, 5 and 6, 1959.

## 100% NEA Enrollment

The National Education Association has reported the following systems as having 100% enrollment of faculties. The figures at the right of the city indicate these schools have enrolled since the indicated year.

Missouri on January 1 had enrolled over 17,000 members toward a goal of 17,500. Enrollments are running ahead of the same period last year.

If you haven't enrolled in your NEA do so today. Send your enrollment to National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Dues \$10.00.

Districts that are 100% and were not included in the previous listings are as follows:

District and Year	Superintendent
Afton (1956)	C. J. Mesnier
Belton (1958)	C. F. Yeokum
Berkeley (1947)	T. L. Holman
Bolivar (1947)	Ray Wood
Carl Junction (1954)	E. R. LeFevre
Cassville (1948)	Harold E. Tilley
Clarkton (1956)	Carl D. Gurn
Diamond (1955)	Marlin Pinnell
El Dorado Springs (1953)	J. B. Mitchell
Esther (1955)	C. E. Brewer
Ferguson (1948)	V. C. McCluer
Festus (1953)	Ralph B. Tynes
Hazelwood (1953)	Clifford R. Kirby
Hickory Hills (1951)	Byron Rea
Maryland Heights (1958)	James J. Taylor
Meadville (1958)	Warren Evans
Miller (1946)	J. Lee Kreger
Mountain Grove (1950)	Newman Walker
Nevada (1958)	C. H. Jones, Jr.
New Madrid (1952)	L. L. Schuette
Owensville (1952)	Leslie E. Spurgeon
Parkway (1952)	Robert D. Snyder
Pierce City (1956)	Sam A. Mouck
Potosi (1958)	E. M. McKee
Pittonour (1949)	Wendell L. Evans
St. Joseph (1918)	George L. Blackwell
West Walnut Manor (1954)	Eric M. Hohn

## CONTEST URGES 'WALK TO SCHOOL'

Even those parents who reminisce "When I was young, we always walked to school," would be amazed at a program now underway at McKnight Elementary School in University City where 84 per cent of the pupils walked to and from school every day this year.

A project of Miss Donna Schemmer, physical education teacher, the program involves a "Walk To and From School" contest. During the four weeks

of the contest this year, more than four out of five children in the second through the sixth grades walked to and from school.

A contest is held within each room, which is divided into four squads. A point is given for each walk to or from school, and members of the squad with the highest average score in each room get blue ribbons. Perfect scores merit red ribbons, whether or not they are on the winning squad.

During the contest period, safety rules are stressed in every classroom and at home.

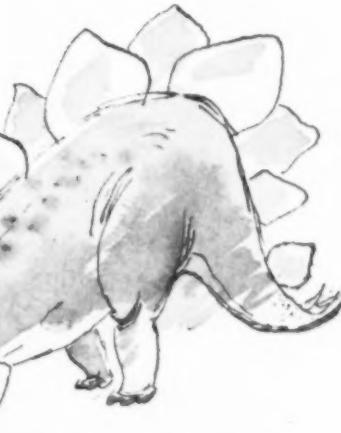
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### YOU GET THESE 10 FOSSIL SPECIMENS:

Dinosaur Bone Fragment

Conifer Wood

Crinoid Stem

Worm Tubes

Brachiopod

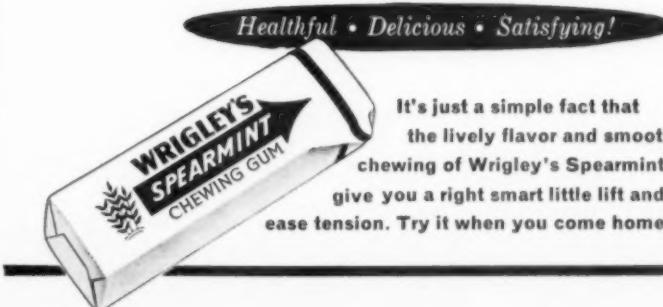
Sea Urchin

Horn Coral

Bryozoan

Fusuline

Snail



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# SUMMER EMPLOYMENT for TEACHERS



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# DEATHS

## MRS. Z. LOIS RADER

Mrs. Z. Lois Rader, 60, a teacher in the Springfield public schools since 1944, died Nov. 29 from a fall down the stairway of her home.

## PAUL BARBER

Paul Barber, member of the Wayne County board of education, died Nov. 19. He had served on the county board for nine years.

## ARLIE G. CAPPS

Dr. Arlie Glenn Capps, 71, professor emeritus of education at the University of Missouri, died Dec. 17.

He had been with the University since 1921 when he came here from the University of Illinois. Dr. Capps was a member of several statewide committees and commissions that have had as their purpose the improvement of educational programs in this state. He was recently recognized and presented with a gift by the Missouri Association of School Administrators.

## FORREST E. WOLVERTON

Forrest E. Wolverton, executive secretary of the Suburban Teachers Association, St. Louis County, since Nov. 14, 1956, died unexpectedly Dec. 31.

Mr. Wolverton, veteran educator, author and writer was a member of the staff of the State Department of Education for 14 years before heading up the Suburban district.

He was a graduate of Southeast State College, Cape Girardeau, and earned a Master's Degree at the University of Missouri.

## D. RALPH McCULLOUGH

Dr. D. Ralph McCullough, 66, Southeast Missouri educator, died at his home in Flat River, Dec. 31. He was formerly president of the Southeast Missouri Teachers Association and second vice-president of the Missouri State Teachers Association. During his career he served as superintendent of schools at Morley, Illinois, New Madrid, East Prairie, Elvins, North Platte and Flat River. He held a doctorate from the University of Missouri.

Among his survivors is his wife, Frances Morgan McCullough, a teacher of 30 years experience.

## MINNIE SHAFFER

Minnie Shaffer, 89, retired Sedalia teacher, died Jan. 2. For many years she served as principal of the Whittier elementary school, Sedalia.

## ARTIE WEEKS

Artie Weeks, superintendent of the Miami school district in Saline County

for the past six years, died the latter part of December. Burial was at Linn, Mo.

### SARAH EDNA REID

Sarah Edna Reid of Lexington died Dec. 9, following an illness of one year. For the past six years she had taught in the Excelsior Springs public schools. Previously she had taught in Ray, Clay and Lafayette Counties.

### MAMIE KEIRN

Mamie Bertha Keirn, 64, of Marshall, died Dec. 17. She had taught for 40 years in Saline and nearby counties. Previous to her last illness she was teaching in the Alma schools.

### SUGGESTION PROVIDED FOR BETTER SCHOOLS

A new 32-page NEA booklet, "How Good Are Your Schools?", warns that good schools depend on effective classroom teachers. The publication urges citizens to consider teachers' working conditions and to encourage them to stay in the teaching profession.

The report, in the form of a series of questions to citizens, cites these factors in gaining good teachers: Better salaries; Freedom to try new teaching ideas; Released time for in-service activities; Leave and expenses for professional conferences; Reasonable workloads; and Reasonable personnel policies.

Copies of the publication are 10 for \$1.00 or 100 for \$7.00 from NEA, 1201 16th St., N.W., Washington 6, D. C.

### KINDERGARTEN GROUP PLANS ART SHOWING

Missouri kindergarten pupils have an opportunity to have their work displayed at a national show starting April 20, 1959, in New York City.

The show is planned by the National Kindergarten Association to celebrate its fiftieth year of promoting kindergarten education. Entries must reach the NKT, Room 310, 8 West 40th St., New York 18, N. Y., not later than March 1, 1959. Additional information is available from Mrs. Creighton Peet, Executive Secretary, National Kindergarten Association, 8 West 40th St., New York 18, N. Y.

### FILM ILLUSTRATES WORK OF LIBRARIAN

"A Day With an Administrative Public Librarian," a 34-frame color filmstrip, has been made available by the Missouri Library Association's Recruiting Committee. It is for use by teachers and counselors in Missouri, and is the first in a planned series

aimed at acquainting highschool and college students with the librarian profession.

The free film may be borrowed from the MLA Recruiting Committee, Missouri State Library, Jefferson City.

### BOOKLET CONSIDERS SCHOOL DECOR

A new bulletin, "Space, Arrangement, Beauty in School," is now available from the Association for Childhood Educational International. Descriptions and more than 70 photographs and line drawings show how schools can be planned or reconditioned to make a more suitable environment for effective learning.

Included in the booklet are such chapters as "School Arrangement—Its Meaning;" "Graphic Suggestions for Learning Environment;" "Bulletin Boards and Display—An Illustrated Guide;" "Sources for Help;" and "Beauty Around Us—Classrooms That Invite Learning."

The publication is \$1 from Association for Childhood Education International, 1200 Fifteenth Street, N.W., Suite 300, Washington 5, D. C.

### New Books

(Continued from Page 13)

**Within Our Borders**, The United States, Teachers Edition, by Emlyn D. Jones, J. Warren Nystrom and Helen Harter. Rand McNally Company, Chicago, Illinois, 1957. 408 pages.

**Beyond the Oceans**, Teacher's Manual, by Ruby M. Harris. Rand McNally and Company, Chicago, Illinois, 1957. 103 pages.

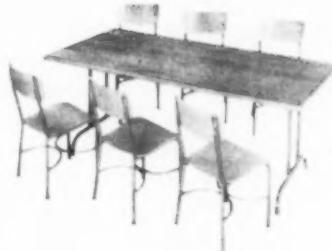
**Portrait of an American Labor Leader**: William L. Hutcheson, Revised Edition, by Maxwell C. Raddock. American Institute of Social Science, Inc., 763 Saw Mill River Road, Yonkers, New York, 1955. 430 pages. Price, \$5.00.

**Building Better Programs in Citizenship**, A Guide for Teachers, Administrators, and College Instructors, by William S. Vincent, Hall Bartlett, Lora Teel Tibbets, and James E. Russell. Teachers College, Columbia University, Citizenship Education Project, 525 West 120th St., New York 27, New York, 1958. 309 pages.

**Laboratory Practices in Citizenship**, Learning Experiences in the Community. Teachers College, Columbia University, Citizenship Education Project, 525 West 120th St., New York 27, New York, 312 pages.

**Tomorrow Will Be Bright**, Middle Grades, by Mabel Leigh Hunt, Ginn and Company, 205 W. Wacker Drive, Chicago 6, Ill., 140 pages. Price, \$2.20.

### GRIGGS AIRLINER



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## Tax Savings

(Continued from Page 12)

answers "yes" to this definitely establishes grounds for the deduction, unless he is attending school to meet minimum requirements. The second portion of the question seeks to determine whether other teachers usually obtain similar education. Again, teachers who can should answer "yes" since it is rec-

ognized that teachers often gain further education.

On Form 2519 the teacher must indicate his primary purpose in taking the courses and show the relationship between the list of principal subjects taken and his duties. If his primary purpose is to obtain a higher degree, then deductions are denied. Conversely, if the main purpose is to improve skills in the present position and

degree is incidental, then expenses will likely be allowed.

Teachers who are candidates for degrees may or may not be allowed deductions, depending on whether the Internal Revenue Department considers their salary increase a "substantial" one.

If a teacher must earn four credit hours every three years to maintain his position on the salary schedule, he need not wait until near the end of the three-year period to earn these credits. A teacher who takes more than the required four credit hours, however, must justify the extra hours under paragraph (a) (1) by stating that the extra hours are needed to maintain or improve his skills.

Some educational expenses are not deductible. One type, of course, is the instance where the main purpose is to meet minimum requirements of a position. Another expense not deductible is attending school to prepare for a substantial advancement. Still another deduction usually denied is that of registering for courses which merely meet the cultural aspirations or other requirements of the taxpayer.

### Use Form 1040

How can a teacher obtain the deductions which have been mentioned? The answer is Form 1040. Expenses incurred for transportation, meals and lodging when the teacher is away from home overnight may be deducted from his gross income. Even if he is not away from home overnight, he can deduct transportation costs. Commuter's fares are not considered deductible, however.

At this point, the teacher can either take the standard deduction, or he can itemize other deductions on page 2 of Form 1040. If page 2 deductions are itemized, cost of tuition and books is deductible.

The teacher also may deduct contributions to charitable organizations, certain taxes, certain medical expenses and other expenses such as NEA dues. If the total of all these deductions listed on page 2

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of the tax form is more than the 10 percent already allowed, then he should itemize and list these expenses on page 2 of the form. On the other hand, if the expenses do not amount to 10 percent of his gross income, he should take the standard deduction.

The teacher who has an eye for economy would do well to study the new Internal Revenue Department rulings. A bit of careful thought before filing an income tax report may result in considerable savings, good pay for the time spent.

### Resource Library

(Continued from Page 11)

charts, pictures, models and many small sets of books on diversified subject matter. These, of course, are for all grade levels.

The initial cataloging is the major aspect of organization, but the

system of requests and delivery is an ever present clerical duty. Each school secretary handles all requests from her building. These requests are forwarded to the office of the assistant superintendent, where the library is located. A complete filing system is kept in the office on all material according to category and item number with a card on each item showing the name of the teacher to whom it has been sent and the date on which it is to be returned. Requests are honored for two weeks and may be extended provided no other teacher has requested the material. As many as thirty copies are available on some items. Regular delivery and pick-up is made once a week to all schools. Materials may be picked up in person as long as the requisition has been made through the school office.

#### Annotating Materials

Each item in the library was surveyed so that a statement as to

its content and makeup could be described in an annotation. Annotating and cataloging was done during the summer by a regular classroom teacher who was a proficient typist. The material was organized under nine broad categories: nature, science, health, social studies, travel and transportation, our country, other countries, language arts, and areas to know and enjoy. The annotated catalog was made available to every teacher, making use of the library as close and as available as the telephone.

Fundamentally, the only justification for a resource library is that it comes closer to meeting the educational demands of pupils and teachers than was otherwise possible. It can be built for a small outlay of money, but at the same time it does require much labor on the part of the clerical force.

The success of the library use is based on the fact that every teach-

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**NEW APPROACHES** Ingenious and novel types of questions permit more accurate measurement of recognized objectives

**NEW ORGANIZATION OF CONTENT** Meaningful sub-units pinpoint instructional strengths and weaknesses

**NEW NATIONAL NORMS** Representative norms are based on testing 600,000 pupils in all states in all types of school systems

Prepublication Examiners' Kits of MATS Form A are now ready for examination March 1. Tests for fall programs available for delivery to schools July 1.

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## MANUAL OF Form and Style on Written Material

The purpose of this manual is to promote uniformity in the mechanics of materials written by students of elementary and secondary schools. The form provides instructional functions to each student, reduces the teacher's work in marking papers or themes and presents a uniform system beneficial to students and faculty.

The manual contains the most common usages for Abbreviations, Punctuations, Capitalization, Titles, Numbers, Bibliography, and Forms of Outline. Printed on good quality paper, size 8½x11".

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First Session:  
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er can, with a minimum of effort, obtain material which will be helpful to meet the requirements for academically talented pupils as well as children who learn more slowly. It stimulates the classroom teacher to provide for children at all levels. A resource library helps the teacher to help himself.

### FOUNDATION GIVES FUNDS TO ST. JAMES

The James Foundation has given \$21,000 to the St. James school district according to Superintendent Louis J. Donati.

The funds are to be used for completing and equipping the cafeteria, kitchen and dining room of the district's new building.

The contribution of \$21,000 is in addition to a \$30,000 grant previously received by the district for the purchase of the school site.

### BUILDINGS NAMED FOR TEACHERS

Names of a teaching industrial arts professor, an agriculture professor emeritus, a deceased music professor and a deceased member of the board of regents were given recently to new buildings at Central Missouri State College by the board of regents.

Buildings named were: Noel B. Grinstead Applied Arts Building; Harry A. Phillips Hall (New men's dormitory); The Utt Music Building; and The Garrison Gymnasium.

### FACULTY FOLLIES RAISES SCHOLARSHIP FUNDS

An all-teacher cast from the Ritenour School District presented a variety show, "Faculty Follies," for the benefit of their teaching scholarship fund December 10.

Sponsored by the Ritenour Department of Classroom Teachers, the program depicted in song, dance and skit the history of Missouri—past, present and future. Funds raised amounted to about \$600.

The teaching scholarship dates back to 1953, when plans were made by the group to encourage capable students to enter the teaching profession. The scholarship was set up in such a way that the grants were made in the form of a gift rather than a loan.

### NEW FACULTY MEMBERS

#### HOLLISTER

Jack B. Gideon, elementary principal; Nancy Foley, 2nd; Carroll Johnson, PE, coach and IA; and Willard Phillips, AG and SC.

June 8-July 31, 1959

### SUMMER SESSION

## William Jewell College

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Undergraduate and professional courses in elementary and secondary education—and a wide range of other courses.

For teachers seeking academic or certification credit; and students wishing to accelerate their college program.

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**92. Brochure** on Jet Tours via Pan American. Personally escorted tours, all expense, covering 11 countries. It has 20 pages and is well illustrated. (Caravan Tours)

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38. **European Travel Courses**, Summer 1959—Folder describing a variety of programs offering graduate, undergraduate and/or in-service credit, also tours in Latin America and Around the World. (Study Abroad, Inc.)

49. **Brochure** on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives cost for twenty countries in seventy days, summer 1959. Also shorter tours 3-9 weeks. (Europe Summer Tours)

57. **Library Catalog**—lists children's books in picture-in-buckram library bindings, with recommendations and curriculum areas noted. (Follett Publishing Company)

68. **Florida Future**. A folder showing Florida real estate opportunities designed for the middle-income families of America. (Florida Realty Bureau, Inc.)

79. **Folder** giving preliminary plans for courses to be offered in the 1959 summer session of the University of Southern California.

84. **Folder** describes 6-week Hawaii Summer Program for teachers. Gives costs, accommodations, courses available. (University Study Tours to Hawaii)

6. **What Every Writer Should Know.** A 24-page manual of helpful hints, do's and don'ts for writers. It answers questions on how to prepare a manuscript, how to submit it to a publisher and points out the benefits and pitfalls that face writers. (Exposition Press)

83. **Around The World Summer Air Cruise** brochure gives full particulars of tour offering 6 units of college credit by San Francisco State College. Conducted by Dr. Donald Castleberry, Prof. of Government & Social Science, 60-day tour visits Hawaii, Japan, Hongkong, Saigon, Angkor Wat, Bangkok, Singapore, Ceylon, India, Teheran, Israel, Turkey, and Greece. (STOP Tours)

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## CTA GROUP PLANS TELECASTS

The Springfield Community Teachers Association's citizenship committee is planning to produce two special features for inclusion in the annual "Television Classroom" February American Heritage series of programs, according to chairman, Miss Elsie Butler, of Phelps School.

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After my experience of the past summer, I certainly feel no hesitancy in recommending that all M.S.T.A. Members invest in complete coverage with the Association. It is a great comfort when one is ill not to have to worry about finances.

Thank you again and with kindest regards, I am,

Sincerely,  
(Miss) Dorothy L. Cronkite,  
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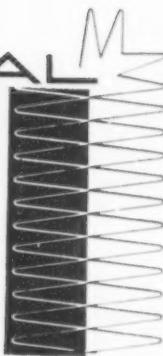
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# EDITORIAL



## You Are A Part Of The Answer

ON January 6, 1959 the interim committee of the Missouri General Assembly set up to evaluate the School Foundation Program and report back to the Legislature announced its recommendations.

The essence of the report is the recommendation that the state of Missouri increase its support of public schools to the point that it will bring per pupil state aid up to the average for the nation.

It is estimated this would amount to about \$26,000,000 per year. Added to the current year's payment it would bring the state's share of school costs to \$98,956,452.

Everyone is, of course, interested in the way the additional funds would be distributed. The committee has suggested a modification of the present School Foundation Program based on the functioning of that program since its adoption in October, 1955.

There are three parts to the formula which deal with the equalization, flat grant and teacher incentive payments to school districts.

Equalization would be increased from the present \$110 per pupil in average daily attendance to \$130.

The Flat Grant payment would be changed from \$75 to \$102.

Teacher incentive allowances would be stepped up for each of the three categories as follows:

90 to 119 college hours from \$100 to \$135

120 to 149 college hours from \$200 to \$270

More than 149 college hours from \$300 to \$405

After two years teacher incentive payments for teachers with less than 120 college hours would be entirely eliminated.

One important change was recommended in order for a district to qualify for state support. Under the new proposal a district would need to maintain school for at least 180 days each year instead of the current 160.

The committee retained the present requirement

that a district levy at least \$1.00 in school taxes in order to participate in state support.

Recommendations of the committee were made after it had held several open hearings and conducted extensive research.

Testimony at the hearings seemed to point up the smooth functioning of the present School Foundation formula but pinpointed the evidence that payments under the formula were not high enough. Based on this careful evaluation the committee then voted to increase each part of the present formula by about the same percent.

Currently the State of Missouri is providing \$101.66 per pupil in state support. The proposed increase is estimated to bring the state support to the average for the nation \$135.56 per pupil.

The committee recommended the state sales tax be increased in order to provide for the state additional revenue.

It is our opinion the evaluation committee composed of four representatives, four senators and four members appointed by the Governor has done a very creditable piece of work.

The fact that the committee has recommended an increase in school support of \$26,000,000 is significant.

There is no assurance this recommendation will ever be placed in the statutes of this state.

The enactment of these recommendations into legislation depends upon the actions of the members of the teaching profession and the citizens in the respective districts. If we want our schools improved, here is the opportunity.

The report is in. It is a great step in the right direction. It is probably not exactly what any one person might desire but it deserves the wholehearted and united efforts of all. Unity of action can mean success. Disunity can spell defeat.

Passage of the improved program in this session of the General Assembly will take plenty of the right kind of effort. Have you interpreted your school needs to your Representative and Senator? They are the key people in securing this significant improvement in our School Foundation program.

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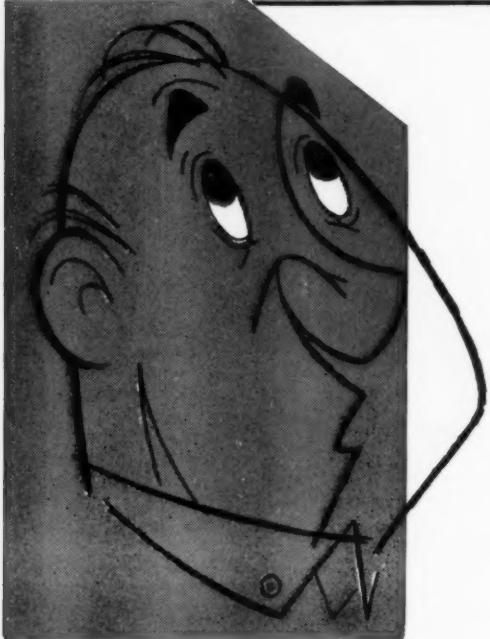
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